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ABSTRACT

This addendum to the Reading/Writing Immersion Literacy Development Project presents the results of the fourth teacher survey (which had not been administered at the time of the publication of the project's final report for year 1). The fourth survey dealt with report writing. The 2-year literacy development project was designed to assist grade 1 teachers at four Manitoba (Canada) schools in becoming more effective in working with "at-risk" students to meet reading and writing performance expectancies. In order not to repeat information contained in the previous project document, data summaries and recommendations in the report deal only with items common to all four surveys. Results indicated that: (1) meetings were fairly well organized; (2) participants felt the project met their expectations and found the project to be useful; (3) materials and readings were rated as being of high quality; (4) participants believed they received good to very good support for themselves and the project; (5) school visits were as important as the other components of the project; and (6) the report writing phase was somewhat useful. (Fifty-six references are attached.) (RS)

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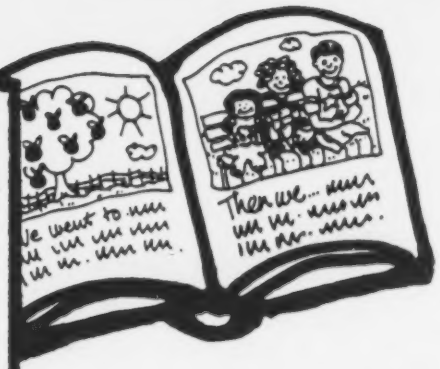

Reading / Writing Immersion Program
Programme d'immersion - lecture / écriture

AN ADDENDUM TO: READING/WRITING IMMERSION: A DECISION MAKING LITERACY DEVELOPMENT PROJECT

FOURTH TEACHER SURVEY AND SUMMARY

YEAR 1

November 21, 1990

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WINNIPEG CORE AREA INITIATIVE / OPÉRATION CENTRE-VILLE DE WINNIPEG

Manitoba Education and Training

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AN ADDENDUM TO: READING/WRITING IMMERSION: A DECISION MAKING LITERACY DEVELOPMENT PROJECT

FOURTH TEACHER SURVEY AND SUMMARY

YEAR 1

INTRODUCTION

At the time of the Final Report: Year 1, the fourth teacher survey had not been administered. Therefore, this report will provide all parties with the results of the fourth teacher survey and recommendations stemming from it. In order not to repeat information contained in other project documents, data summaries and recommendations in this report deal only with items common to all four surveys. Those interested in data specific to any of the three previous surveys, and not included on survey four, should refer to the document Reading/Writing Immersion: A Decision Making Literacy Development Project - Final Report: Year 1 (Bravi, Kilarr & Madak, 1990).

The fourth survey included items on report writing which were not on any of the previous surveys. Group observations were terminated prior to survey number three, and therefore were not included on the fourth survey. Other item changes were made in order to collect summative data.

TEACHER SURVEY RESULTS

Only seven participants completed each of the first two surveys. This was due to the fact that at these survey points one of the four schools did not have a resource teacher taking part in the project. In February, 1990, however, a resource teacher from this school joined the project and completed all following surveys. At each survey point all other project participants either completed or partially completed a survey.

MEETINGS

1. How would you rate the general organization of the meetings? Comments/suggestions for improvement.

On the June, 1990 survey two (25%) of the participants responded that the "meetings have been very well organized", five (62.5%) rated the meetings as being "well organized", and one (37.5%) participant thought that the meetings were "poorly organized".

There were two written responses. One individual stated that the meetings "usually" had a direction and another reported that items not completed in one meeting were "sometimes" not followed-up in the next.

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
meetings have been very well organized	0.0%	0.0%	12.5%	25.0%
meetings have been well organized	100.0%	100.0%	62.5%	62.5%
meetings have been poorly organized	0.0%	0.0%	12.5%	12.5%
meetings have been very poorly organized	0.0%	0.0%	0.0%	0.0%

Written Responses.

October

- Time for more structure (1 participant).

January

- Reduce the amount of wasted time, i.e., late people/room shuffles (2 participants).
- Discourage/stop conversations during survey time - today was disgusting (1 participant).
- Discourage early exits (1 participant).

March

- Sometimes it seems that the profs are dragging out discussions to fill the time (2 participants).
- We have been told what we were going to do and found that this had changed when we got there (1 participant).
- Discuss some topics in large groups and then spend time about specific kids (1 participant).

June

- Usually they (meetings) have a direction. (1 participant).
- Sometimes topics were scheduled to continue the next week and due to circumstances; i.e., too much material to cover, were not followed up at the next meeting (1 participant).

Year 1 Summary

This question was asked on each of the surveys. Combining the results of all four, three (10%) of the thirty possible responses indicated that the participants felt the meetings were "very well organized", and another 24 (80%) expressed the feeling that the meetings were "well organized". Finally, two (6.7%) of the thirty possible responses noted that the meetings were "poorly organized".

While the data from forced choice rating scale showed general satisfaction with meeting organization, some written comments indicated dissatisfaction with certain aspects. There was some displeasure with other participants' behavior ((e.g., late arrivals and early exits) and with the slowness with which University staff presented material. However, when one evaluates all the data, one is lead to conclude that the vast majority of the participants were satisfied with the general organization of the meetings.

2. **Given that one of the main goals of this project is that a collaborative approach be used, how satisfied are you with the opportunities you have had to input into the agendas of the meetings?**
Comment/Suggestions for improvement.

On the June, 1990 survey five (62.5%) of the participants responded that they were "very satisfied" with the opportunities they had to provide input at the meetings, another two (25%) stated that they were "somewhat satisfied' with their opportunity for input into meeting agendas, and one (12.5%) participant felt "somewhat dissatisfied" with these opportunities.

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
very satisfied	57.1%	28.6%	37.5%	37.5%
somewhat satisfied	42.9%	71.4%	50.0%	62.5%
somewhat dissatisfied	0.0%	0.0%	12.5%	0.0%
not at all satisfied	0.0%	0.0%	0.0%	0.0%

Written Responses.

October

- No responses.

January

- I feel I can make suggestions and then see those suggestions addressed at the next meeting (1 participant).

March

- I feel we are being treated somewhat as students in a course (1 participant).
- Sharing of procedure; e.g., reports were given insufficient time (1 participant).
- The teachers should have been sharing their reports with each other (1 participant).

June

- No responses.

Year 1 Summary

Combining the results of all four surveys, 14 (46.7%) of the thirty possible responses showed that the participants felt "very satisfied" with the opportunities they had for input into the meeting agendas. Another 14 (46.7%) responses signified that they were "somewhat satisfied" with their opportunities for input, while two (6.7%) responses indicated that participants were "somewhat dissatisfied" with the opportunities provided.

Written responses did not indicate any patterns of satisfaction or dissatisfaction. Therefore, one can conclude that, overall, the participants were quite satisfied with the opportunity they had to provide project direction.

3. When you made suggestions regarding the meeting agendas, did you feel that your suggestions were given adequate consideration? Comment/Suggestions.

On the June, 1990 survey, two (25%) of the participants responded that their suggestions for meeting agendas were given "very adequate consideration" and another five (62.5%) stated that their suggestions were given "adequate consideration". One (12.5%) participant felt that their suggestions "were considered, but not adequately".

One participant commented that they felt there was a need for more book study.

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
very adequate consideration	42.9%	42.9%	50.0%	25.0%
adequate consideration	42.9%	57.1%	37.5%	62.5%
were considered, but not adequately	14.3%	0.0%	12.5%	12.5%
were not considered at all	0.0%	0.0%	0.0%	0.0%

Written Responses.

October

- No responses.

January

- No responses.

March

- Suggestions were given consideration (1 participant).
- More time for discussion to clarify points (1 participant).

June

- More 'book study' would have been nice (1 participant).

Year 1 Summary

When one combines the results of all four surveys, 12 (40%) of the thirty possible responses showed that the participants felt "very satisfied" with the consideration given to their suggestions, while another 15 (50%) responses signified that they were given "adequate consideration". Finally, three (10%) responses indicated that participant suggestions "were considered, but not adequately".

Once again, written response failed to disclose any patterns of satisfaction or dissatisfaction. Based on the above information, one can conclude that overall the participants were quite satisfied with the consideration given to their suggestions regarding meeting agendas.

PROJECT EXPECTATIONS

24. At this point in the project, is the project what you thought it would be?
If not what you thought, how is it different?

On the June survey 1 (12.5%) participant responded that the project was "exactly" what they thought it would be, 4 (50%) participants rated the project as being "very close" to what they thought it would be and 3 (37.5%) participants felt that it was "somewhat close" to what they thought it would be. There was one written response to the second part of the question. That participant stated "I found it better than what I thought it would be." This response points to one of the problems posed by this item, that is that responses can not be used to evaluate the quality of the project.

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
exactly what you thought it would be.	28.6%	28.6%	25.0%	12.5%
very close to what you thought it would be.	57.1%	71.4%	50.0%	50.0%
somewhat close to what you thought .	0.0%	0.0%	25.0%	37.5%
not at all what you thought it to be.	14.3%	0.0%	0.0%	0.0%

Written Responses.

October

- Thought we would have received more concrete ideas of what to do with specific kids (2 participants).
- I get the sense that my expectations are not always University staff expectations (1 participant).
- Did not realize that I would be providing explanation on how to teach inner city students (1 participant).

January

- I thought it would be more directed until I found out by questioning that it was supposed to be unstructured (1 participant).

March

- No responses.

June

- I found it better than what I thought it would be (1 participant).

Year 1 Summary

Combining the results of all four surveys, twenty-four (80%) of thirty responses indicated that the participants felt the project was either 'exactly what I thought it would be' or 'very close to what I thought it would be.'

Five (16.7%) of thirty responses indicated that the participants felt the project was 'somewhat close to what I thought it would be,' and only one (3.3%) response indicated that a participant felt the project was 'not at all what I thought it would be.'

In conclusion, the data indicated that the project, at all stages, tended to closely match participant expectancies. Responses to this item lead one to conclude that initially participants expected a much more direct or expert approach to the transmission of information and skills. That is, they seemed to have expected that University personnel would tell them exactly what to do. As the project progressed, the collaborative nature of the project seemed to be more accepted by the participants. We see this as coinciding with the 'teacher as decision maker' approach that was a foundation of this project.

25. The topic areas that were covered, are those that we thought would be covered.
If no, how is it different?

On the June, 1990 survey, eight (100%) of the participants responded that the areas covered during the project were those they thought would be covered.

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
yes	71.4%	100.0%	75.0%	100.0%
no	0.0%	0.0%	12.5%	0.0%

Written Responses.

October

- I felt strategies and material selection could also be covered by now (1 participant).

- Thought 'how toos' would be more specific (1 participant).

January

- No responses.

March

- We have never received an actual plan of what topics/books will be covered, so each week was a surprise (1 participant).

June

- No responses.

Year 1 Summary

Combining the results of all four surveys, twenty-six (87%) of thirty responses indicated that the participants felt the topic areas covered in the project were expected by the participants.

Three of the four other responses represented a failure to answer the question. We are unable to explain this lack of response. There was one negative response.

Similar to the information in item #24, the three written responses seem to be requesting more specific direction or an expert approach from the University staff.

In conclusion, the data indicated that there was a high level of agreement amongst the participants that the topic areas covered in the project were those expected.

26. Was the project as useful to you as you thought it would be? Comments/Suggestions for Improvement

On the June, 1990 survey, seven (87.5%) of the participants responded that they thought the project was very useful. One (12.5%) participant stated that the project was "somewhat useful."

No comments or suggestions for improvement were made.

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
very useful	42.9%	42.9%	87.5%	87.5%
somewhat useful	57.1%	57.1%	12.5%	12.5%
not very useful	0.0%	0.0%	0.0%	0.0%
not at all useful	0.0%	0.0%	0.0%	0.0%

Written Responses.

There were no written responses to this item on any of the surveys.

Year 1 Summary

Combining the results of all four surveys, 20 (66.7%) of the thirty possible responses indicated that the participants felt that the project was "very useful".

Ten (33.3%) of the thirty possible responses indicated that the participants felt that the project was "somewhat useful".

It should be noted that as the project progressed, the participants' feelings of project usefulness increased. This might be a result of the fact that the participants had begun to take more responsibility for the content of meetings and other groups sessions. Another possibility for this increase might be the fact that at this point in the year the project became much more classroom based and it is likely that the utility of what had been discussed in group became more evident.

In conclusion, the data indicated that there was a high level of agreement amongst the participants that the project had a high level of utility.

27. Did this project meet you expectations? Why or why not?

On the June, 1990 survey, seven (87.5%) of the participants responded that they thought the project met their expectations. One (12.5%) participant did not respond.

There was one written response. "Project helped my professional growth."

Item 19 on the three previous surveys asked for information similar to that requested by item 27. Therefore, we have combined the information from these two items for discussion purposes. Item 19 read as follows:

**19. At this point, how confident are you that your expectations for the project will be reached?
Why or why not?**

This item was included on the first three teacher surveys. The purpose of this item was to obtain participant predictions concerning whether their expectation would be met by the project.

Year 1 Data.

Surveys 1,2 & 3	Oct.	Jan.	Mar.	June
very confident	42.9%	42.9%	62.5%	-
somewhat confident	57.1%	57.1%	37.5%	-
not very confident	0.0%	0.0%	0.0%	-
not at all confident	0.0%	0.0%	0.0%	-

Survey 4	Oct.	Jan.	Mar.	June
yes	-	-	-	87.5%
no	-	-	-	0.0%

Written Responses.

October

- Much of what is discussed/read each week is applicable to me (1 participant).
- Don't know if I'm doing the right thing (1 participant).
- The teachers are willing to share, discuss and assess together (1 participant).

January

- We seem to be moving in the right direction (1 participant).

March

- Have been helped so much (2 participants).
- I have learned how to use strategies to reach more kids at-risk (1 participant).
- Have developed ideas to accommodate varying abilities (1 participant).

However, for the June, 1990 survey the following item was used.

June

- Project helped my professional growth (1 participants).

Year 1 Summary

Combining the results of the first three surveys, 11 (50%) of the 22 possible responses indicated that the participants felt that they were "very confident" that their expectations for the project would be met. The remaining 50% indicated that they were "somewhat confident".

By the June, 1990 survey, seven (87.5%) of the respondents felt that the project had met their expectations. One participant did not respond to this item.

In conclusion, the data denotes that there was agreement amongst the participants that the project had a high level of utility. The written responses, in particular those on the March, 1990 survey, suggest that the participants felt that project was very successful in improving their ability to deal with at-risk students.

PROJECT USEFULNESS

31. Given that the first year of the project is now completed, how would your rate the following items?

31a. I find that the information presented has been:

On the June, 1990 survey, eight (100%) of the participants responded that they thought the information presented had been "very useful".

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
very useful	57.1%	57.1%	87.5%	100.0%
useful	42.9%	42.9%	12.5%	0.0%
somewhat useful	0.0%	0.0%	0.0%	0.0%
not at all useful	0.0%	0.0%	0.0%	0.0%

Year 1 Summary

Combining the results of the all the surveys, 23 (76.7%) of the 30 possible responses indicated that the participants felt the information presented had been "very useful" and the remaining seven (23.3%) responses showed that they thought it to be "useful". It seems evident that the information was of high utility to the participants.

31b. I have tried many of the ideas/techniques in my classroom.

On the June, 1990 survey, eight (100%) of the participants responded that they had tried many of the ideas/techniques in their classroom.

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
yes	85.7%	85.7%	100.0%	100.0%
no	0.0%	0.0%	0.0%	0.0%

Year 1 Summary

When combining the results of all the surveys, 28 (93.3%) of the 30 possible responses indicated that the participants had tried many of the ideas/techniques in their classroom. One participant did not respond to this item on both the October, 1989 and January, 1990 surveys.

As a result of when the surveys were administered, there were minor variations in the way the item was phrased. One can conclude that the participants not only found project information useful, but had implemented many of the ideas/techniques in their classrooms.

31c. I have adopted some of the ideas/techniques as part of what I do in my classroom.

On the June, 1990 survey, eight (100%) of the participants responded that they had made permanent changes.

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
yes	71.4%	100.0%	100.0%	100.0%
no	14.3%	0.0%	0.0%	0.0%

Year 1 Summary

On all surveys, this item asked whether or not the project participants had already adopted some of the ideas or techniques. When one combines the results from the surveys, 28 (93.3%) of the 30 possible responses indicated that the participants had adopted some of the ideas/techniques in their classroom. On the first survey, one participant did not respond and another indicated they had not adopted any of the ideas/techniques. The latter two responses might be the result of the fact that as of October, 1989 almost no work had been done in the schools.

Data from this item indicated that the project was a powerful agent in getting teachers to try and adopt new methods.

31d. Based on your experiences thus far, what do you feel is the probability that you will make changes to what you do in the classroom?

31d.i. As a result of the project, I have made permanent changes in my classroom.

Item **31d.i.)** was asked only on the June, 1990 survey. Seven (87.5%) of the participants responded that they had made permanent changes in their classrooms.

One (12.5%) participant responded that they had not made permanent changes. It is probable that this response was made by the participant who did not have a permanent classroom situation.

Year 1 Data.

Surveys 1, 2 & 3	Oct.	Jan.	Mar.	June
100% certain	71.4%	42.9%	87.5%	-
85% certain	14.3%	57.1%	12.5%	-
50% certain	0.0%	0.0%	0.0%	-
25% certain	0.0%	0.0%	0.0%	-
I will not make changes	0.0%	0.0%	0.0%	-
Survey 4	Oct.	Jan.	Mar.	June
yes	-	-	-	87.5%
no	-	-	-	12.5%

Year 1 Summary

When combining the results of the first three surveys, 15 (68.2%) of the 22 possible responses indicated that the participants were "100% certain" that they would make permanent changes in their classrooms as a result of the project.. Six (27.3%)of the responses stated that it was 85% certain that the participants would make permanent changes in their classrooms. One participant (4.5%) did not respond to this item on the October, 1989 survey.

When one considers the above data together with that of the June, 1990 survey, it is evident that participant perceptions of how sure they were that permanent change would occur improved as the project progressed. Furthermore, data from item **d.i.)** on the June survey indicated that a majority of the participants perceived that major changes occurred in their classrooms and they attributed these to the project.

31e. I have seen positive changes in the performance of my students that are a direct result of this project.

On the June, 1990 survey, eight (100%) of the participants responded that they had "noticed many positive changes" in their students.

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
yes, I have noticed many positive changes	-	-	75.0%	100.0%
yes, I have noticed a few positive changes	-	-	25.0%	0.0%
no, I have not noticed any positive changes	-	-	0.0%	0.0%
I do not know	-	-	0.0%	0.0%

Year 1 Summary

Due to the fact that no work was done within the schools until after the January, 1990 survey, this question was asked only on the March and June, 1990 surveys.

Combined results of the final two surveys showed that 14 (87.5%) of the 16 possible responses noted the "many positive changes" had occurred in project students. The remaining two (12.5%) responses indicated that a few positive changes had occurred.

The data indicated that participants perceived an increase in positive student change between the March and June, 1990 surveys. In all likelihood this resulted from the fact that the longer methods were in place, the more evident the changes became.

31f. Do you feel that this project has helped you to improve your teaching skills?

On the June, 1990 survey, eight (100%) of the participants responded that the project had helped to improve their teaching skills.

Year 1 Data.

Survey	Oct.	Jan.	Mar.	June
yes	-	-	100.0%	100.0%
no	-	-	0.0%	0.0%

Year 1 Summary

This question was asked only on the March and June, 1990 surveys. When one combines the results from these surveys, 16 (100%) of the 16 possible responses indicated that the participants felt the project had helped to improve their teaching skills.

This is a powerful indication that the project fulfilled one of its stated goals.

Written Responses.

The written responses or comments for this question supported the trends indicated above. Some examples of these follow:

- Having support of professionals to discuss/compare and share (1 participant).
- Having the time to develop approaches without the pressure of providing monitoring of the whole class (1 participant).
- Project has helped make it easier to present a rationale for what happens in the classroom (1 participant).

32. Describe some changes that you have made in the way you work with children that are a direct result of the project.

Written Responses

March

- Able to fine tune my observation skills (4 participants).
- Decisions reflect theory and will have a positive effect on the child (4 participants).
- My learning environment has improved - I use it to the fullest (2 participants).
- Look more at what they [students] can do, not what they can't (2 participants).

June

- More child centered approach - capitalizing on the personal language and experience of children to reading/writing learning process (3 participants).
- Found power in 'teacher as researcher' (2 participants).
- More time spent on writing process for the entire class (2 participants).

Year 1 Summary

Responses to this question suggest the participants have acquired a number of skills related to the main goal of the project - the teacher as an informed decision maker. They indicate that they have developed data collection skills, a theoretical basis for action, a better understanding of the learning environment and a more child centered approach to learning. In fact, two participants noted that they have found power in being a teacher/researcher.

These comments strongly suggest that year one of the project was a success.

MATERIALS/READINGS

4. Generally, how would you rate the quality of the materials/readings that have been provided to you? Comments/suggestions.

On the June, 1990 survey, three (37.5%) of the participants responded that they thought the quality of the materials/readings was "very high" and the remaining five (62.5%) rated the quality as "high".

Two comments or suggestions were made. One stated that they"really appreciated the articles", and the other commented that there had been "very few readings since the last survey."

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
very high quality	28.6%	28.6%	62.5%	37.5%
high quality	71.4%	71.4%	37.5%	62.5%
poor quality	0.0%	0.0%	0.0%	0.0%
very poor quality	0.0%	0.0%	0.0%	0.0%

Written Responses.

October

- More sharing of materials as this is the best way of assessing materials (1 participant).
- Without the tapes referred to in the text, I am at a bit of a loss (1 participant).
- Too many readings per week (1 participant).

January

- No responses.

March

- The articles are great (1 participant).
- It may take six more months to read all of them (1 participant).

June

- I really appreciated the articles (1 participant).
- Very few readings since last survey (1 participant).

Year 1 Summary

Combined survey results show that 12 (40%) of the thirty possible responses indicated that the participants felt that the materials/readings were of "very high quality". The remaining 18 (33.3%) responses showed that the participants felt materials/readings to be of "high quality".

While all participants had positive feelings about the quality of the materials, some comments indicated they had mixed feelings about the quantity of materials provided. It was also mentioned that more time was needed to read the materials.

In conclusion, however, it is obvious that the participants felt the materials were of high to very high quality.

5. Do you feel that the materials/readings provided to you thus far presented:

On the June survey, one (12.5%) participant stated that the materials/readings provided were "mostly new information", and the remaining seven (87.5%) stated that they were "a half-and-half mixture of old and new information".

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
mostly new information	28.6%	28.6%	0.0%	12.5%
half-and-half old and new information	71.4%	71.4%	100.0%	87.5%
mostly old information I already knew	0.0%	0.0%	0.0%	0.0%

Year 1 Summary

Combined survey results show that five (16.7%) of the thirty possible responses indicated that the participants felt that the materials/readings were "mostly new" to them. The remaining 25 (83.3%) responses showed that they felt the materials/readings were "a half-and-half mixture of new and old information".

It is interesting to note that in response to questions related to participant input regarding meetings, the participants all felt that their suggestions had been adequately or very adequately considered. This response caused us to wonder why we were unaware of the fact that they felt the materials/readings were a half-and-half mixture. As a result, we examined the ethnographic notes and found that this was never mentioned in any discussion.

Participant responses seem to indicate that a large percentage of the materials/readings presented were new to them.

6. **Overall, how would you rate the usefulness of the materials/readings provided to you?**
Comments/suggestions for improvement.

On the June, 1990 survey the participants responded as follows: (1.) seven (87.5%) the materials/readings provided as "very useful"; and (2.) one (12.5%) rated them as "somewhat useful".

Three comments/suggestions for improvement were made.

1. More on reading; i.e., have a balance between reading and writing.
2. The information about retention was very useful.
3. Allowed me to connect theory to what was happening in the classroom.

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
very useful	71.4%	42.9%	75.0%	87.5%
somewhat useful	28.6%	57.1%	25.0%	12.5%
not very useful	0.0%	0.0%	0.0%	0.0%
not at all useful	0.0%	0.0%	0.0%	0.0%

Written Responses.

October

- Not all materials provided have been of immediate use, but will be used later (1 participant).
- Applying ideas for the readings (1 participant).

January

- On December 7, we were given several phonics articles based on another (1st.) article. I checked my handouts and don't think we ever had the 1st. article (1 participant).

March

- I was pleased with the materials/readings provided (1 participant).
- This has been a very strong point in the project (1 participant).

June

- More on reading; i.e., have a balance between reading and writing (1 participant).
- The information about retention was very useful (1 participant).
- Allowed me to connect the theory to what was happening in the classroom (1 participant).

Year 1 Summary

Combined survey results show that 21 (70%) of the thirty possible responses indicated that the participants felt that the materials/readings were "very useful". The remaining nine (30%) responses showed that the participants felt materials/readings to be "somewhat useful".

While all participants had positive feelings about the quality of the materials, some comments indicated they had mixed feelings about the quantity of materials provided. It was also mentioned that more time was needed to read the materials.

In conclusion, however, it is obvious that the participants felt the materials were of high to very high quality.

7. How would you rate the amount of information that has been provided to you?
Comments/suggestions for improvement.

On the June, 1990 survey two (25%) participants responded that "far too much material" was provided; one (12.5%) felt that there was "just a little too much material to be read in one week", and five (62.5%) indicated that "the right amount" of information had been provided.

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
far too much material	28.6%	28.6%	12.5%	25.0%
just a little too much material	57.1%	28.6%	12.5%	12.5%
the right amount	14.3%	42.9%	62.5%	62.5%
could have had a little more	0.0%	0.0%	0.0%	0.0%
far too little	0.0%	0.0%	0.0%	0.0%

Written Responses.

October

- Getting behind (2 participants).
- Designate participants to read certain material, then verbally report back (1 participant).
- Not interested in everything given (1 participant).

January

- Some weeks are more hectic at school. Too much when combined with much reading (1 participant).

March

- Book study should continue every week (2 participants).
- I tried to do an adequate job [on Caulkins], and that took considerable time (1 participant).
- Some good handouts were passed out and not discussed (1 participant).

June

- Hardly any since April (1 participant).

Year 1 Summary

Combined survey results showed that seven (23.3%) of the thirty possible responses indicated that the participants felt that there was far too much information presented. Eight (26.7%) responses indicated the feeling that "just a little too much material was presented in a given week".The largest number of responses, 14 (46.7%), indicated that "just the right amount" had been provided.

Combined survey results and ethnographic data indicated that adjustments were made to the amount of material presented throughout the year. This is most likely indicative

of the collaborative nature of the project, in that the participants played a major role in determining meeting agendas. Respondent comments indicate a similar pattern.

8. **How adequate was the University staff follow-up to the materials/readings (i.e., willingness to discuss/explain ideas presented in the materials/readings)? Comments/suggestions for improvement.**

On the June, 1990 survey three (37.5%) of the participants' responses indicated that University staff follow up of the materials was "very adequate" and four (50%) noted that the follow up was "adequate". One (12.5%) participant responded that the follow up was "somewhat adequate".

Written responses to this items provided a mixed message. Two participants felt no need for more discussion and another thought more time for discussion would have been useful.

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
very adequate	14.3%	14.3%	12.5%	37.5%
adequate	71.4%	28.6%	62.5%	50.0%
somewhat adequate	14.3%	42.9%	12.5%	12.5%
not at all adequate	0.0%	14.3%	0.0%	0.0%

Written Responses.

October

- Too much material for University staff to follow up on (2 participants).
- University staff question more than discuss or explain (1 participant).
- People on the project should ask for the discussion of all articles. (1 participant).

January

- Tended to move too quickly (2 participants).
- I would like to see more time spent on this (1 participant).
- Although intended to return to material - did not (1 participant).

March

- We still need time to discuss readings after we have had the opportunity to try or develop what we have read in our classes (2 participants).

June

- At times there was no need for discussion (1 participant).
- More time would have been useful (1 participant).
- The amount of materials were limited as the year comes to a close. (1 participant).

Year 1 Summary

Combined survey results showed that six (20%) of the thirty possible responses indicated the participants felt that University staff follow up of the materials/readings was "very adequate" and 16 (53.3%) stated that follow up was "adequate". Six (20%) responses portrayed the follow up as "somewhat adequate" and one (3.3%) as "not at all adequate". On the March, 1990 survey one participant did not respond to this question.

In general, the participants felt that follow up of materials/readings was adequate. On the January,1990 survey, however, there was a somewhat negative response to this item. It was on this survey that the participants also reported that they felt they were spending much more time on the project than expected. It is interesting to note that on this survey written responses also noted time pressures. Finally, it was at this time that the participants felt that the pace at which materials/reading were being presented was very fast (see question 12). We wonder if all these responses were a result of seasonal pressures at the participants schools (i.e., Christmas events, concerts, etc.) and the University (i.e., end of semester pressures).

9. Do you feel that the materials/readings given to you covered the topic areas that you thought would be covered when you started the program?

On the June, 1990 survey five (62.5%) of respondents indicated that there were "very few surprises" with regards to the topic areas covered. Two (25%) respondents noted that some areas covered were not expected and one (12.5%) felt that there were many areas covered that were not expected.

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
yes, very few surprises	57.1%	42.9%	62.5%	62.5%
yes, but there were some unexpected areas	42.9%	57.1%	25.5%	25.0%
no, there were many unexpected areas	0.0%	0.0%	0.0%	12.5%

Year 1 Summary

Combined survey results showed that 17 (56.7%) of the thirty possible responses indicated the participants felt that project materials/readings were those expected and 11 (36.7%) there were some unexpected materials/readings. One (3.3%) response indicated there were many unexpected materials/readings. On the March, 1990 survey one participant did not respond to this question.

In general, the data shows that the participants felt that with respect to materials/readings they received what they expected.

10. Were there topic areas you would have liked to have received materials/readings on, but did not? If yes, what were those topic areas?

In response to this question on the June, 1990 survey, seven (87.5%) participants responded "no". One (12.5%) responded that they would liked to have received materials/readings in the area of self-correction.

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
yes	28.6%	28.6%	37.5%	12.5%
no	71.4%	57.1%	50.0%	87.5%

Written Responses.

October

- Understanding writing (1 participant).
- Invented spelling (1 participant).

January

- Invented spelling (1 participant).
- Reading and writing instructional strategies (1 participant).

March

- Reading diagnosis (2 participants).
- More time on self-monitoring/self-correction (1 participant).
- Ideas on home/school connection (1 participant).

June

- Self-correction (1 participant).

Year 1 Summary

Combined survey results showed that 21 (70%) of the thirty possible responses indicated the participants felt that they had received materials/readings on the topic areas they desired. Eight (26.7%) responses noted that there were additional topics areas desired. Written responses showed that the topic areas most often suggested were invented spelling and self-correction. When one examines the list of materials that were provided to the participants, one finds that materials on these topic areas were provided. Additionally, ethnographic notes indicate the topics were discussed in the meetings. Therefore, we are unable to interpret the meaning of these comments.

In conclusion, it can be stated that participants were presented with the materials/readings they desired.

11. Given that this is a collaborative project, did you feel that you could suggest materials/readings for the group? Comments/suggestions.

In response to this question on the June, 1990 survey, eight (100%) participants responded "yes". No comments or suggestions were made.

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
yes	100.0%	100.0%	100.0%	100.0%
no	0.0%	0.0%	0.0%	0.0%

Written Responses.

October

- Don't know of any at present (1 participant).

Year 1 Summary

Combined survey results showed that 30 (100%) of the thirty possible responses indicated the participants felt that they could make suggestions regarding materials/readings to the group. Once again, it is evident that the participants felt that they played an active [collaborative] role in the project.

12. In your opinion, how would you rate the pace at which the material/readings have been presented? Comments/suggestions.

On the June, 1990 survey two (25%) of the participants indicated that the pace at which materials/readings were presented was "very fast", three (37.5%) noted that it was "fast, but not unreasonable", and two (25%) felt that the pace was "just right". One (12.5%) participant thought the pace was "very slow". There were no comments or suggestions made.

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
the pace has been very fast	71.4%	57.1%	37.5%	25.0%
the pace has been fast, but not unreasonable	28.6%	14.3%	25.0%	37.5%
the pace has been just right	0.0%	14.3%	37.5%	25.0%
the pace has been slow	0.0%	14.3%	0.0%	12.5%
the pace has been very slow	0.0	0.0%	0.0%	0.0%

Written Responses.

October

- This is true of some weeks and then the pace was slowed (1 participant).
- After teaching all day and rushing out here it's hard to digest a lot of new material (1 participant).

January

- Pace is either fast or slow and boring (1 participant).

March

- The Caulkins' book was heavy (1 participant).
- I would prefer to spend more time on less material (1 participant).
- Pace has been adjusted (1 participant).

June

- No responses.

Year 1 Summary

Combined survey results showed that 14 (46.7%) of the thirty possible responses indicated the participants felt the pace at which materials/readings were presented was "very fast". Eight (26.7%) responses portrayed the pace as "fast, but not unreasonable" and six (20%) depicted it as "just right". Two (6.7%) of the responses noted that the pace was "slow".

The survey data indicates that as the year progress a majority of the participants felt that the pace became more reasonable. As before, this data might indicate that the collaborative approach utilized by the project tended to resolve problems.

PROJECT SUPPORT

On all four of the teacher surveys, questions were asked regarding their perceptions of the support they received from the University staff members of the project, the Inner City Initiative Branch of Manitoba Education and their school's administrator(s). The fact that these questions were asked on all four surveys allows us to evaluate the level of support that was provided throughout the entire first year of the project. On the June, 1990 survey, the questions regarding project support were items 28 through 30.

**28. In your opinion, how would you rate the University members of the group in the areas listed below?
Comments/suggestions for improvement.**

Written Responses.

There were no comments or suggestions for improvement on any of the four surveys.

28a. they are approachable

On the June, 1990 survey six (75%) of the participants indicated that University staff members were "always" approachable and two (25%) noted that they were "sometimes" approachable. Written responses were not made on the June survey.

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
always	100.0%	100.0%	75.0%	75.0%
sometimes	0.0%	0.0%	25.0%	25.0%
never	0.0%	0.0%	0.0%	0.0%

Year 1 Summary

Combined survey results showed that 26 (86.7%) of the 30 possible responses indicated that the participants felt University staff were "always" approachable and four (13.3%) indicated that they were "sometimes" approachable.

A strong conclusion that can be made from the data collected over the entire first year of the project was that approachability of the University members of the project was viewed in a very positive light. Based on these results it can be concluded that the University members were seen as being approachable.

28b. they value my opinions

The results of the June, 1990 survey indicated that four (50%) of the participants felt that University staff members "always" valued their opinions and four (50%) noted that their opinions were "sometimes" valued. Written responses were not made on the June survey.

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
always	87.5%	87.5%	62.5%	50.0%
sometimes	14.3%	14.3%	37.5%	50.0%
never	0.0%	0.0%	0.0%	0.0%

Year 1 Summary

Combined survey results showed that 19 (63.3%) of the 30 possible responses indicated that the participants felt University staff "always" valued their opinions and nine (30%) indicated that their opinions were "sometimes" valued. There were two (6.7%) no responses.

While it can be concluded that, overall, the University staff were seen to value the opinions of the teachers, these positive rating dropped as the year progressed. That is, while more than 50% of the responses were that University staff "always" valued the teachers' opinions in the October, 1989 and January, 1990 surveys, by the June, 1990 survey the percentage of teachers who selected the "always" category had dropped to 50%. However, due to the fact that the teachers did not provide written responses, the cause in this drop is unknown.

It should be noted, however, that while the ratings provided by teachers did drop, at no time did the ratings drop below "sometimes". The drop in the rating may be related to the fact that as the year progressed, teachers became more willing to challenge the information presented by University staff. This increase in the voicing of differing opinions may have resulted in the drop. Support for this suggestion can be found in the ethnographic data which indicated that the amount of risk taking by the teachers increased as the year progressed. That is, as the year progressed, teachers were much more willing to question the material/content presented by the University staff.

28c. they treated me as a professional

From the June, 1990 survey it was found that five (62.5%) of the eight participants felt that University staff members "always" treated them as professionals and two (25%) noted that they were "sometimes" treated that way. One (12.5%) participant

did not respond to this question. Written responses were not made on the June survey.

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
always	100.0%	57.1%	75.0%	62.5%
sometimes	0.0%	42.9%	25.0%	25.0%
never	0.0%	0.0%	0.0%	0.0%

Year 1 Summary

When the survey data were combined across the entire first year of the project, the results showed that 22 (73.3%) of the 30 possible responses indicated that the participants felt University staff "always" treated them as professionals and seven (23.3%) indicated that they were "sometimes" treated as professionals There were one (3.3%) no response

In summary, the University staff were seen by a majority of the project participants as having been treated as professionals throughout the first year of the project.

28d. they were willing to answer all my questions

A total of six (75%) of the eight participants felt that University staff members "always" were willing to answer their questions and two (25%) noted that University staff were "sometimes" willing to answer their questions. Written responses were not made on the June survey.

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
always	100.0%	71.4%	75.0%	75.0%
sometimes	0.0%	14.3%	25.0%	25.0%
never	0.0%	0.0%	0.0%	0.0%

Year 1 Summary

Combining the survey results across the entire first year of the project, the results showed that 24 (80%) of the 30 possible responses indicated that the participants felt

University staff "always" treated them as professionals and five (16.7%) indicated that they were "sometimes" treated as professionals There were one (3.3%) no response.

Again, as was found for the question above, the participants' responses were very positive with regards to how they were treated by University staff. That is, the University staff treated them as professionals and were willing to answer all of the participants questions.

28e. they empathize with the problems I have to deal with in the classroom

Two (25%) of the eight participants felt that University staff members "always" empathized with the problems they had to deal with in the classroom and six (75%) responded that University staff "sometimes" empathized with them. Written responses were not made on the June survey.

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
always	28.6%	42.9%	12.5%	25.0%
sometimes	71.4%	57.1%	87.5%	75.0%
never	0.0%	0.0%	0.0%	0.0%

Year 1 Summary

The combined survey results for the first year of the project showed that eight (26.7%) of the 30 possible responses depicted the University staff as "always" empathizing with the participants about their problems, and the remaining 22 (73.3%) portrayed University staff as "sometimes" empathizing with them.

The data, although not as favorable as the previous questions, can still be considered positive. Ethnographic notes might explain this finding. The notes suggested that University staff and school participants often disagreed with each other regarding the severity of perceived student problems. That is, the University staff felt these problems weren't as severe as did the teachers.

28f. they suggest rather than dictate or criticize

Four (50%) of the eight participants felt that University staff members "always" suggested rather than dictated or criticized. The remaining four (50%) responded that University staff "sometimes" suggested rather than dictated or criticized. No written responses were made on the June survey.

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
always	85.7%	85.7%	62.5%	50.0%
sometimes	14.3%	14.3%	37.5%	50.0%
never	0.0%	0.0%	0.0%	0.0%

Year 1 Summary

Combined first year results showed that 21 (70%) of the 30 possible responses depicted the University staff as "always" suggesting rather than dictating or criticizing. The other nine (30%) stated that the University staff "sometimes" suggested rather than dictated or criticized.

This data paints a very positive portrait of the relationship between the University staff and school participants. There was some decay in this relationship on the March and June surveys. This might be explained by the fact that during this time the University staff and other participants observed and critiqued the performance of each project member.

28g. they actively look for and encourage my input

Four (50%) of the eight participants felt that University staff members "always" looked for and encouraged participant input, and four (50%) responses indicated that they "sometimes" did. Again, there were no written responses.

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
always	85.7%	85.7%	37.5%	50.0%
sometimes	14.3%	14.3%	62.5%	50.0%
never	0.0%	0.0%	0.0%	0.0%

Year 1 Summary

Combined first year results showed that 19 (63.3%) of the 30 possible responses depicted the University staff as "always" actively looked for and encouraged participant input. The other 11 (36.7%) responses noted that the University staff "sometimes" looked for and encouraged input.

Again, the data is quite positive. Indicating a good relationship existing between the University staff and school participants. Once again, there was some decay in this relationship on the March and June surveys. Due to the lack of written responses and the fact that no explanation could be found in the ethnographic notes, we are unable to explain this decay.

28h. they help me feel more confident about what I do in the classroom

On the final survey three (37.5%) of the eight participants felt that University staff members "always" helped them to feel more confident about what they did in the classroom. The remaining five (62.5%) responses noted that the University staff "sometimes" made them feel more confident. Again, there were no written responses.

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
always	28.6%	28.6%	25.5%	37.5%
sometimes	57.1%	57.1%	62.5%	62.5%
never	0.0%	0.0%	0.0%	0.0%

Year 1 Summary

Combined first year results showed that nine (30%) of the 30 possible responses depicted the University staff as "always" making the participants feel more confident about what they did in the classroom, and 18 (60%) responses noted that the University staff "sometimes" made them feel more confident. There were three (10%) failures to respond to this item.

Again, the data are positive, but not as positive as that from previous questions. The data from this question seem to conflict with that from other questions [e.g., questions 31a - f.]. We had problems explaining the reason for this, as once again no written comments were made nor did the participants ever bring this up in project meetings.

28i. they make suggestions that are useful to me

The June, 1990 survey showed that three (37.5%) of the eight participants felt that University staff members "always" made suggestions that were useful, and the remaining five (62.5%) responses noted that the University staff "sometimes" made useful suggestions. Again, there were no written responses.

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
always	28.6%	42.9%	50.0%	37.5%
sometimes	57.1%	57.1%	50.0%	62.5%
never	0.0%	0.0%	0.0%	0.0%

Year 1 Summary

Combined first year results showed that 12 (40%) of the 30 possible responses depicted the University staff as "always" made useful comments, and 17 (56.7%) responses portrayed the University staff as "sometimes" making useful comments.. There was one (3.3%) failure to respond to this item.

The data are positive, and again, are indicative of a positive relationship between University staff and school participants.

28j. they try to make the project challenging

On the final sub-item for this question, four (50%) of the eight participants felt that University staff members "always" made the project challenging. The remaining four (50%) pictured the University staff as "sometimes" making the project challenging. Again, there were no written responses.

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
always	85.7%	85.7%	87.5%	50.0%
sometimes	14.3%	14.3%	12.5%	50.0%
never	0.0%	0.0%	0.0%	0.0%

Year 1 Summary

When combined, first year results showed 23 (76.7%) of the 30 possible responses indicated that University staff "always" made the project challenging. The other seven (23.3%) responses portrayed University staff as "sometimes" making the project challenging.

The data are extremely positive. This is consistent with participant responses to other questions.

29. In your opinion, how would you rate the support provided to the program by Inner City Initiative Branch of Manitoba Education? Comments/suggestions for improvement.

On the June, 1990 survey four (50%) of the participants indicated that the support provided by the Inner City Initiative Branch was "very good" and four (50%) noted that it was "good". One participant commented that the "Money for supplies was great."

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
very good	0.0%	42.9%	62.5%	50.0%
good	57.1%	42.9%	37.5%	50.0%
poor	0.0%	0.0%	0.0%	0.0%
very poor	0.0%	0.0%	0.0%	0.0%

Written Responses.

October

- More clarification as to expectations (1 participant).
- Erika visited my school and my class (1 participant).
- Too soon to comment (1 participant).

January

- Erika visited once (1 participant).

March

- Erika has provided us with excellent readings (2 participant).
- More visits (1 participant).
- Support in publishing appreciated, i.e., organizing publishing, assisting (1 participant).

June

- Money for supplies was great (1 participant).

Year 1 Summary

Combined survey results showed that 12 (40%) of the 30 possible responses indicated that the participants felt the support from the Inner City Initiatives Branch was "very good" and 14 (46.7%) indicated that the support was "good". There were four (13.3%) no responses.

In general, the support provided by the Inner City Initiatives Branch was perceived positively. The written comments suggest that Erika's visits and assistance were seen as useful.

30. In your opinion, how would you rate the support being provided to this program from your school's administrator(s)? Comments/suggestions for improvements.

Two (25%) of the participants, on the final survey, indicated that the support provided by the school administrator(s) was "very good" and five (62.5%) noted that it was "good". One (12.5%) participant felt that the support was "poor".

On the comments/suggestions for improvements section, one participant noted the her administrators "were always interested in what was going on."

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
very good	28.6%	14.3%	37.5%	25.0%
good	57.1%	85.7%	50.0%	62.5%
poor	14.3%	0.0%	12.5%	12.5%
very poor	0.0%	0.0%	0.0%	0.0%

Written Responses.

October

- More talk time (1 participant).
- Need more understanding of program's objectives (1 participant).
- They are unclear as why classroom teacher is excluded from management (1 participant).

January

- No responses.

March

- Good support, but hands off. We pretty much do our own thing with administrative blessing (1 participant).
- The principal has not really spent any time talking to the teachers or spent any time in the classroom (1 participant).
- I appreciate the support and guidance available when requested (1 participant).

June

- They were always interested in what was going on (1 participant).

Year 1 Summary

When one combines survey results, eight (26.7%) of the 30 possible responses indicated that the participants felt the support from their administrator(s) was "very good". Another 19 (63.3%) portrayed the support as "good". Three (10%) responses indicated that the support was "poor".

In general, the administrative support was perceived as good. The written comments, however, suggest that some of the participants desired more active involvement from their administrator(s).

SCHOOL VISITS

Between October, 1989 and June, 1990 the University staff conducted a number of visits to each of the teacher participants' classrooms. During these visits the University staff observed classroom activities and provided feedback to the teachers. In order to assess the impact of these school visits, the following questions were included in the January, March and June, 1990 surveys.

13. How helpful were observations/suggestions made during the school visits in focusing the intent of the program? Comments/suggestions for improvement.

On the June, 1990 survey three (37.5%) of the participants indicated that the observations/suggestions made during the school visits were "very useful" and four (50%) noted that these were "somewhat useful". One (12.5%) participant did not respond to the item.

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
very useful	-	14.3%	62.5%	37.5%
somewhat useful	-	57.1%	37.5%	50.0%
not very useful	-	0.0%	0.0%	0.0%
not at all useful	-	0.0%	0.0%	0.0%

Written Responses.

January

- Sometimes I found the observer was too critical (1 participant).
- Observer could observe the behavior of 1 or 2 kids that I cannot see while teaching the whole class (1 participant).
- I was not observed (1 participant).

March

- More school visits (1 participant).
- Don't have profs drag out discussions (1 participant).
- It would be great if Gerry and/or Gary could model some reading or writing strategies with the kids (1 participant).

June

- More useful initially, but admittedly I became bored with subsequent visits especially because I wasn't included in the discussion [focus was only on classroom teacher] (1 participant).

Year 1 Summary

Combined survey results showed that nine (39.1%) of the 23 possible responses indicated that the participants felt the observations and suggestions made were "very useful" and 11 (47.8%) indicated that they were "somewhat useful". There were three (13%) no responses.

In general, the visits were viewed in a positive light, however, there is some indication that the resource teachers may have felt the dominant focus of these visits was the classroom teacher.

14. How useful were the school visits in helping you to make connections between the material/content presented in the sessions at the University and what you do with kids? Comments/suggestions for improvement.

On the June, 1990 survey two (25%) of the participants indicated that the school visits were "very useful" in assisting them to make connections between the material/content presented in the sessions at the University and what they did with kids and four (50%) noted that the visits were "somewhat useful" in doing this. One (12.5%) participant thought the visits were "not very useful" in this respect. Another respondent (12.5%) chose not to answer the question.

There were no comments/suggestions made regarding improvements that could be implemented for this issue.

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
very useful	-	14.3%	37.5%	25.0%
somewhat useful	-	57.1%	62.5%	50.0%
not very useful	-	0.0%	0.0%	12.5%
not at all useful	-	0.0%	0.0%	0.0%

Written Responses.

January

- I was not observed (1 participant).

March

- I would like more input from the faculty staff (1 participant).

June

- No responses.

Year 1 Summary

Combined survey results showed that six (26.1%) of the 23 possible responses indicated that the participants felt the school visits were "very useful" in assisting them to make connections between the material/content presented in the sessions at the University and what they did with kids and 13 (56.5%) noted that the visits were "somewhat useful" in doing this. One (4.3%) response indicated the visits were "not very useful" in this respect. There were three (13%) no responses.

The visits seemed to have been perceived as useful in making connections between information and practice. Participant comments were not helpful in determining how this component of the project could be improved.

15. Generally, when comparing all of the components of the Reading/Writing Immersion Project (i.e., sessions at the University and group observations), how important are the school visits made by Gary and Gerry?
Comments/suggestions for improvement.

When this question was asked on the June, 1990 survey, six (75%) of the participants indicated that the school visits made by Gary and Gerry were "equal in importance to the other two components" and one (12.5%) noted that the visits were "not as important as the other two components". One (12.5%) respondent (12.5%) chose not to answer the question.

Year 1 Data.

Surveys	Oct.	Jan.	Mar.	June
the most important component	-	-	25.0%	0.0%
equal in importance	-	-	62.5%	75.0%
not as important	-	-	12.5%	12.5%
not at all important	-	-	0.0%	0.0%

Written Responses.

March

- It is essential that when individual children are discussed, both the professor and the teacher can relate personally (2 participants).
- Visits are a link between all the schools/personnel and readings (2 participants).

June

- Providing everyone is treated equally!.(1 participant).

Year 1 Summary

Combined survey results showed that two (12.5%) of the 16 possible responses indicated that the participants felt the school visits by Gary and Gerry was "the most important component" of the Reading/Writing Immersion Project and 11 (68.8%) noted that the visits were "equal in importance to the other two components". Two (12.5%) responses indicated the visits were "not as important as the other two components" of the Reading/Writing Immersion Project. There was one (6.3%) no responses.

As was the case in the previous two questions, the visits by Gary and Gerry seemed to have been perceived as being important in making connections between information and practice. Participant comments on the March survey strongly supported the conclusion that the participants felt the school visits were needed in order to assist in making connections between the readings and the classroom.

16. Do you have any other comments/concerns that you would like to add about the school visits?

In June, there were three responses to this question. All of these dealt with temporal aspects of the school visits. The comments produced no discernable pattern.

Written Responses.

January

- I am finding school visits very helpful - advice is practical (2 participants).
- Profs try to come when the teacher wants them (1 participant).
- Visits need a meeting away from distractions (1 participant).

March

- Should be more frequent (2 participants).
- He (the prof) is not afraid to become involved with kids (1 participant).
- Groups in twos or threes to discuss strategies and problems (1 participant).

June

- Should have happened sooner (1 participant).
- Should have been a break between the two visits (1 participant).
- A half day would have been enough rather than the full-day (1 participant).

Year 1 Summary

Overall, the comments indicated that the teachers felt faculty visits were beneficial, and should have started earlier and been more frequent. Responses to this question seemed more positive than those to the previous items concerning visits, however, not all participants responded to question 16.

REPORT WRITING

Between March, 1990 and June, 1990, the participants from each of the schools were required to write a final school report. The purpose of the reports was to document participant perceptions of the effects the project had on student performance and classroom instruction. In addition, the final school reports were to provide an outline of their plans for year two of the project. As part of this writing process, the University staff were to supply support and guidance to assist the participants in the development of these reports. Therefore, questions 17 through 23 were added to the June, 1990 survey in order to assess the quality of assistance participants felt was given to them by the University staff.

**17. How helpful were the University staff in assisting you in writing your final school report?
Comments/suggestions.**

The responses to this question were somewhat mixed. That is, while one (12.5%) participant stated that the University staff was "very helpful" and three (37.5%) stated that the assistance was "somewhat helpful", two (25.0%) participants stated that the assistance was "not very helpful". One (12.5%) participant chose not to answer this question.

Furthermore, while three of the written responses stated that the University staff had been helpful to them in writing their school reports, one participant reported that the University staff "....did not give any direction...".

Written Responses.

June

- They were very supportive of what we did include in the final school report (2 participants).
- They did not give any direction on what should or should not be included (1 participant).
- The U. staff assisted by providing an idea of the format it could take (1 participant).

Year 1 Summary

While four of the participants felt the University staff had provided helpful assistance in their writing process, two of the participants felt that the assistance was not very helpful. Based on written comments, it was found that one of the participants felt that more specific direction should have been given by the University staff on what information should have been included in the school reports.

**18. How useful was writing the final report in helping you to make connections between the material/content presented in the sessions at the University and what you do with kids?
Comments/suggestions:**

It was found that four (50%) participants stated that the writing process was "very useful" in making connections between the material/content presented in the sessions at the University and what they did with kids, and two (25%) stated that the writing process was "somewhat useful". One (12.5%) participant stated that the writing

process was "not very useful" and one (12.5%) participant chose not to answer this question.

Written Responses.

June

- No responses.

Year 1 Summary

Overall, the participants felt that the writing process had been useful to them in making connections between the material/content presented in the sessions at the University and what they do with children in the classroom.

19. How useful was writing the final report in helping you to develop an implementation plan for year II of the project?
Comments/suggestions:

It was found that two (25%) participants stated that the writing process was "very useful" in helping them to develop an implementation plan for their school for year II of the project, and four (50%) stated that the writing process was "somewhat useful". One (12.5%) participant stated that the writing process was "not very useful" and one (12.5%) participant chose not to answer this question. Based on the written responses, one might conclude that the single non-response occurred because the participant did not understand the question.

Written Responses.

June

- The writing of the report of this year's kids may make next year's writing easier, but I don't think it has anything to do with implementation of yr. II (1 participant).
- The 2 were done at the same time and so influenced each other (1 participant).
- I don't understand the question (1 participant).

Year 1 Summary

Again, as was the case for the above question, the majority of participants felt that the writing process had been useful to them in developing an implementation plan for year II of the project.

20. How useful was writing the final school report in helping you to evaluate the value of the project to your professional development? Comments/suggestions:

The results of the June survey indicated that five (62.5%) of the eight participants stated that the writing process was "very useful" in helping them to evaluate the project in terms of their professional development, and two (25%) stated that the writing process was "somewhat useful". One (12.5%) participant chose not to answer this question.

Written Responses.

June

- Personal reflections proved that (1 participant).

Year 1 Summary

Over half of the participants felt that the writing process had been useful to them in assessing the value of the project to their professional development activities. The data demonstrated that the writing process provided participants with an opportunity to reflect on the value of the project to their development as teachers.

21. How useful was writing the final school report in helping you to evaluate the progress made by the students involved in the project? Comments/suggestions:

It was found that six (75%) participants stated that the writing process was "very useful" in helping them to evaluate the progress made by the students involved in the project, and one (12.5%) stated that the writing process was "somewhat useful". One (12.5%) participant chose not to answer this question.

Written Responses.

June

- No responses.

Year 1 Summary

As was the case in the previous two questions, the data from the June survey has shown that the report writing process seemed to have been perceived as being an

important ingredient in helping participants with evaluating the outcomes of the project.

22. What additional assistance could have been provided that would have helped you in writing your final school report?

There were four responses to this question. Two of these responses requested additional guidance form the University staff with regards to writing their reports, while one response dealt with.needing more time and one with having the University provide more information regarding evaluation/diagnostic techniques.

Written Responses.

June

- A bit more directed guidance by Gerry, Gary and Paul (2 participants).
- I needed more time to develop and search for a model that I felt comfortable with (1 participant).
- More knowledge of evaluation/diagnostic techniques (1 participant).

Year 1 Summary

Overall, the comments indicated that the teachers felt faculty could have supplied a bit more guidance to them with regards to writing the report and evaluation/diagnostic techniques.

23. Do you have any other comments/concerns that you would like to add about writing the final school report?

Only one response was made to this question. That response was that the writing process took hours of work. This response was supportive of the the response to question 22 in which one participant commented that they needed more time to develop a model with which they could be comfortable.

Written Responses.

June

- It takes hours of work (1 participant).

Year 1 Summary

Overall, the comments in this group of questions dealing with the process of writing an end of year school report were positive. Based on the responses made to questions 17 through 23, it can be concluded that the writing of the final school report assisted the teachers with evaluating the outcomes of the project. It can also be concluded that, with a few minor exceptions, the support provided by the University staff was useful to the participants. However, the results further indicated that writing the report was a time consuming process.

FINAL COMMENTS AND SUGGESTIONS

On all four surveys the participants were asked for suggestions about how the project might be improved and to make any additional comments they felt necessary.

33. Do you have any additional suggestions for improving the Reading/Writing Immersion Project? If so, what are they?

Written Responses.

October

- Higher component of professional development (1 participant).
- Share lists of good children's literature (1 participant).
- More individual attention in the classroom (1 participant).

January

- If we needed a text from this bookstore, let us go and buy it when we're out here - I didn't appreciate coming back here for a two minute purchase (1 participant).
- If we are going to do something on the following Tuesday - everyone should be sure they know about it (1 participant).

March

- I would like the discussion time to continue to develop along the collaborative line (1 participant).
- Reporting methods need more development (1 participant).
- Too many [people] missing visits, classes, leaving early (1 participant).

June

- Principals should spend more time in the classroom during R/WI [in order to have better insight and strength of evaluative measures] (1 participant).

- Have the group remain together next year by meeting on a regular basis (1 participant).

Year 1 Summary

Comments from this question provided little direction with regards to project improvements, as none of the participants made similar suggestions. At times this question seemed to have been used to make personal gripes. The project improvement statement, ". . .the group remain together next year by meeting on a regular basis.", has been implemented by the teachers during year two.

34. Do you have any other comments/concerns that you would like to add? If so, what are they?

Written Responses.

October

- I feel the implications are constant (1 participant).
- This project has been positively forcing me to develop myself in the areas of reading and writing (1 participant).
- Sometimes there is a clique (1 participant).

January

- I have reservations about organization and record keeping (1 participant).
- It's great - it is beginning to all come together (1 participant)

March

- After three months of working with my little R/WI group, I am tired of it (1 participant).
- Should have been some better arrangements by University people in regards to parking (1 participant).
- Would be useful to define the role of the resource teacher (1 participant).

June

- My concern lies in the fact that teachers were using the pull-out model within the context of their classroom. I would feel more comfortable if the small groups were more interchangeable - more students would benefit from the program and second year transition would be much smoother [i.e., life without a half-time teacher](1 participant).
- I loved it (1 participant).
- Still concerned by absences (1 participant).

Year 1 Summary

Again, the comments are quite varied and had no discernable patterns. We found it very difficult to summarize the comments or draw any conclusions. It is evident that someone was concerned about participant absences [as were we], and that some were frustrated by a variety of glitches. Finally, some of the comments indicated that the participants were elated with the project.

CONCLUSIONS AND RECOMMENDATIONS

The conclusions and recommendation that follow are not intended to replace those stated in Reading/Writing Immersion: A Decision Making Literacy Development Project - Final Report: Year 1 (Bravi, Kilarr & Madak, 1990), rather they are intended as a supplement.

The information presented in this section is organized according to the categories used in the body of the document.

MEETINGS

Conclusions

On all surveys, project participants reported that they felt the meetings were well organized. The participants also responded that they were able to provide direction with regards to meeting agendas and the materials/readings presented. This information supports one of the basic premises of the project, that of collaboration.

We found the collaborative focus of the project to be a very powerful and useful tool. This focus allowed the University staff to provide information, materials, strategies, and feedback that matched teacher reported needs.

PROJECT EXPECTATIONS

Conclusions

Participants felt that the project met their expectations. In fact, by the fourth survey all participants stated that the project had met their expectations. One participant even ". . . found it better than what I thought it would be."

PROJECT USEFULNESS

Conclusions

The four Teacher Surveys documented that project participants found all aspects of the project useful. In fact, perceptions of how useful the project was to professional growth and student performance improved as the year progressed. By the June survey, 100% of the participants reported that as a result of the project, they had:

* gotten "very useful" information;
* tried "many" ideas and techniques in their classrooms, and
* permanently adopted many of ideas and techniques as part of what they do in their classrooms.

As well, 100% reported seeing positive improvements in student performance and in their own teaching skills. Finally, three participants noted that they now had a more child centered approach to teaching, and capitalized on the personal language and experience of their children when teaching reading and writing. Data from this section of the survey indicated that participants have acquired a number of skills related to the main goal of the project, which was producing teachers who are informed decision makers. **Based on information from this section alone, one could conclude that the participants perceived year one of the project as a success.**

Recommendations

The data from the previous three item banks lead to only one recommendation:

1. **That the R/WI Project be continued.**

MATERIALS/READINGS

Conclusions

Materials and readings were rated as being of high quality and the majority of the participants found them to be very useful. Furthermore, it was reported that University staff provided adequate or very adequate follow-up support.

However, two problems were identified by the participants. First, a little more than one-third of them reported that the amount of reading was excessive. Second, about two-thirds of the participants stated that the pace at which the materials was covered was too

rapid. These concerns may be related to one expressed on earlier surveys. On these the teachers noted that they were spending more time than expected on the project.

Recommendations

Based on the concerns expressed in this section, we recommend that:

2. **The amount of materials and pace at which they are presented be adjusted in future projects.**

3. **The participants be given a means for providing more frequent feedback to University staff so that workload adjustments may be made more rapidly.**

PROJECT SUPPORT

Conclusions

Overall, the participants felt that both the University staff, Inner City Initiatives Branch personnel, and school administrators provided "good" to "very good" support to both them and the project. The only concerns they expressed were:

* three-fourths of the participants felt that the University staff only "sometimes" empathized with the problems they had to deal with in the classroom;

* approximately two-thirds stated that the University staff only "sometimes" made them feel confident about what they did in the classroom;

* a similar proportion indicated that what the University staff suggested was only "sometimes" useful to them; and

* a number of participants felt that the school administrators provided adequate support, but needed to play a more active role (e.g., visiting classrooms and discussing issues with the teachers) in the project.

The first two of the above concerns likely resulted from the fact that University staff were involved in observing and critiquing the participants classroom performance. However, the third concern is inconsistent with finding in other other areas. For example, on the June survey, 100% of the participants reported that as a result of the project they had (1) gotten "very useful" information, (2) tried "many" ideas and techniques in their classrooms, and (3) permanently adopted many of ideas and techniques as part of what they do in their classrooms.

SCHOOL VISITS

Conclusions

The participants felt that the school visits were as important as the other components of the project. All participant responses indicated that the school visit phase of the project was, at the least, somewhat useful or helpful in:

* focusing the intent of the project; and
* making connections between project materials and what they do with children.

Comments and suggestion from the participants emphasized the value of the school visits. In fact, it was suggested that the visits start sooner and occur more often.

Recommendations

4. **Classroom observations be initiated earlier in the project.**
5. **More classroom visits be included in the project.**

REPORT WRITING

Conclusions

All participant responses indicated that the report writing phase was, at the least, somewhat useful in assisting them to:

* develop an implementation plan for the second year of the project;
* develop connections between project material/content and what they do with their students;
* evaluate the value of the project to their professional development; and
* evaluate the progress made by their students.

However, some concerns were expressed. First, even though they felt we were accepting of what they wrote, they thought we did not provide enough direct assistance in the report writing phase. Second, they noted that the writing was very time consuming and required the use of their personal time.

Recommendations

In order to address the concerns in this area, we recommend:

6. **The University staff provide clearer directions and models for the written reports required of the participants;**

7. **Participants may need some support, such as release time, to complete the end of the year project report**; and,

8. **The written report be limited to a focus on their students and what their personal involvement will be in the project's third year.**

FINAL COMMENTS AND SUGGESTIONS

Conclusions

The comments in this section were quite varied and had no discernable patterns. We were unable to draw any conclusions or make any recommendations.

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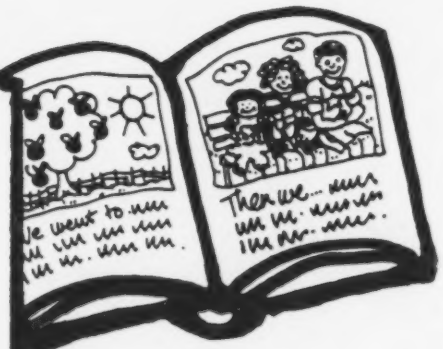

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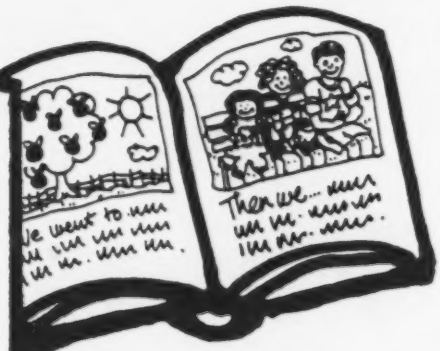

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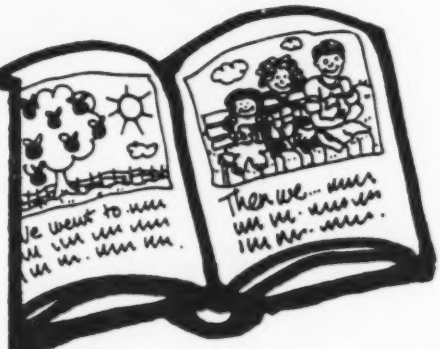

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